

CONCORDIA UNIVERSITY



PHILOSOPHY

ARTS AND SCIENCE **PHILOSOPHY**



1981-82

PHILOSOPHY

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Compiled by Christopher Gray

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45- 10.00					8.45- 10.00
10.15- 11.30					10.15- 11.30
11.45- 13.00					11.45- 13.00
13.15- 14.30					13.15- 14.30
14.45- 16.00					14.45- 16.00
16.05- 17.55					16.05- 17.55
18.05- 20.10					18.05- 20.10
(19.00- 21.05)					(19.00- 21.05)
20.25- 22.30					20.25- 22.30

PHILOSOPHY

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DE.

- 4-5 Who does it? Students & Teachers
6-7 Is it for kids? or grownups? at work?
8-9 Programmes of study, sole & joint

SUMMER COURSES /1 & Schedules

- 10 Introduction to Logic MW 19.00-22.00
11 Contemporary Philosophy MTTh 18.05-20.10
Modern Philosophy MW 19.00-21.00

FALL-SPRING COURSES & Schedules

- 12 Problems of Philosophy. /2 TTh 11.45-13.00
(.01 O'Connor); /2 MW 13.15-14.30 (.A Mullett)
/4 M 19.00-21.05 (.51 McGraw); /4 TTh 8.45-10.00 (.B t.b.a.)

- 14 Introduction to Philosophy (C202/3).
TTh 10.15-11.30 (.01 Lau);
15 Th 18.05-20.10 (.51 O'Connor);
WF 10.15-11.30 (.A Ornstein);
Th 16.05-17.55 + conference (.X Ornstein);
16 M 16.05-17.55 (.52 McGraw);
17 W 18.05-20.10 (.AA Ahmad)

- 18 Critical Thinking (C223). /2 M 19.00-21.05+conf. (.51 Kawczak); /4 Th 16.05-17.55+conf. (.51 Kawczak);
19 /2 M. 16.05-17.55; /4 Tu 18.05-20.10 (.X, .AA Mullett)

- 20 Elementary Deductive Logic (C226).
/2 TTh 10.15-11.30+conf. (.X Angel)

- 21 Methods of Enquiry (C228).
/4 TTh 10.15-11.30 (.A Zeman)

- 22 Human Identity (C230). /4 Tu 16.05-17.55 (.A Egan)

- 23 Philosophy of Man (C240/3). MW 13.15-14.30
24 (.A Egan); MW 14.45-16.00 (.01 O'Connor);

- 25 Ethics (C241/3). WF 8.45-10.00 (.01 Doyle);
TTh 14.45-16.00 (.A Allen)

- 26 Business Ethics (C242). TTh 13.15-14.30
(/2.A and /4.A t.b.a.)

- 27 Philosophy and Society (C245). /2 Th 16.05-17.55; /4 TTh 11.45-13.00 (.51, .01 Gray)

- 28 Introduction to Special Topics in Philosophy
C291/2 The Meaning of Life W F 11.45-13.00
(.A Gray);

- 29 C291 Philosophy of Dying and Living
T 18.05-20.10 (/2.AA, /4.BB Allen);
C292 for those having taken C291.

- 30 Ancient Western Philosophy (C310/3).
WF 11.45-13.00 (.01 Doyle);

- 31 M 18.05-20.10 (.AA Reidy)

- 32 Existentialism (C312/3) T 18.05-20.10
(.51 t.b.a.)
Contemporary Philosophy (C313/3).
WF 10.15-11.30 (.01 t.b.a.)

- 33 Symbolic Logic (C321/3). T 18.05-20.10 +
conf. (.XX Angel)

- 34 Philosophical Psychology (C338). /4 M 16.05-17.55 (.A Ornstein)

- 35 Contemporary Theories of Love (C340/3)
W 19.00-20.05 (.51 McGraw)

(Legend: "slash" indicates session (/1 summer, /3 fall/spring, /2 fall, /4 spring); "dot" indicates section; lettered sections at SGW, numbered at Loyola, e.g., .01 or.X; "fifties" or doubles indicate evening, e.g., .51 or.XX; credits are 6 for /1 and /3, 3 for /2 and /4, except Phil. Ch10. See descriptions for profs.)

DE.

- 36 Legal Philosophy (C343/3) MW 14.45-16.00
(.A Gray)

- 37 Law, Liberty and Human Rights (C344) Th
16.05-17.55 (.4.AA Mullett)

- 38 Philosophy of Education (C349/3) TTh 13.15-14.30 (.01 Lau)

- 39 Philosophy of History (C352/3) W 16.05-17.55
(.A Kawczak)

- 40 Medieval Philosophy (Ch10). TTh 16.05-17.55
(.4.51 Joos)

- 41 Modern Philosophy (Ch12/3). M 19.00-21.05;
TTh 10.15-11.30 (.51, .A Ahmad)

- 42 Nineteenth Century Philosophy (Ch17/3). Th
18.05-20.10 (.AA Laskey, Zeman)

- 43 Philosophy of Science (Ch21/3). W 16.05-17.55 (.AA Angel)

- 44 Phenomenology (Ch49/3). Th 20.25-22.30
(.AA Laskey)

- 45 Recent Ethical Theories (Ch56/3). T 16.05-17.55 (.AA t.b.a.)

- 46 Philosophy of God (Ch57/3). W 16.05-17.55
(.51 Allen)

- 47 Honours Seminar: Epistemology & Metaphysics
T 20.25-22.30 (Ch60/3.AA Laskey, Doyle)

- 48 Contemporary Analytic Philosophy (Ch69/3).
M 20.25-22.30 (.AA Mullett)

- 49 Tutorials (Ch71, Ch72, /2, /4, .51, .AA t.b.a.)

GRADUATE COURSES & Schedule

- 51 Aristotle (602/2, Reidy) T 16.05-17.55

- 52 Kant: Neo-Kantian Ethics (607/4, Zeman)

- T 18.05-20.10

- 53 Metalogic (611/2, Angel) W 18.05-20.10
Issues in Ethical Theory (623/4, Gray):

- Human Rights Th 18.05-20.10

- 55 Philosophy of Art (625/2, Egan) Th 18.05-20.10
Selected Topics in Metaphysics (643/2, Doyle):

- Classical Realism T 18.05-20.10

- 57 Philosophy of Social Sciences (655/4, O'Connor):

- Unity of Discourse W 18.05-20.10

- 58 Studies in Existentialism (662/4, Joos):
Foundation of Values in Nietzsche, Scheler,
Heidegger M 18.05-20.10

- 59 Philosophy of Mind (661/4, Ornstein) T 16.05-17.55

- 60 Selected Topics in Phenomenology (668/2, 55
Laskey): Late Husserl M 18.05-20.10

IS IT FOR KIDS ?

Philosophy is a pretty thing if you engage in it moderately in your youth; but if you continue in it longer than you should, it is the ruin of any man. For if a man is exceptionally gifted and yet pursues philosophy far on in life, he must prove entirely unacquainted with all the accomplishments requisite for a gentleman and a man of distinction. Such men know nothing of the laws of their cities, or of the language they should use in their business associations both public and private with other men, or of human pleasures and appetites, and in a word they are completely without experience of men's characters. And so when they enter upon any activity public or private they appear ridiculous, just as public men, I suppose, appear ridiculous when they take part in your discussions and arguments.

I feel toward philosophers much as I do toward those who lisp and play the child. ... When one hears a grown man lisping or sees him playing the child, it looks ridiculous and unmanly and worth of a beating. I feel exactly the same about students of philosophy. When I see a youth engaged in it, I admire it and it seems to me natural and I consider such a man ingenuous, and the man who does not pursue it I regard as illiberal and one who will never aspire to any fine or noble deed, but when I see an older man still studying philosophy and not deserting it, that man is actually asking for a whipping. For such a man, even if exceptionally gifted, is doomed to prove less than a man, shunning the city center and market place, in which the poet said that men win distinction, and living the rest of his life sunk in a corner and whispering with three or four boys, and incapable of any utterance that is free and lofty and brilliant.

Of those who turn to philosophy, not merely touching upon it to complete their education and dropping it while still young, but lingering too long in the study of it, the majority become cranks, not to say rascals, and those accounted the finest spirits among them are still rendered useless to society by the pursuit.

OR GROWNUPS ?

You are right in affirming that the finest spirits among the philosophers are of no service to the multitude. But bid one blame for this uselessness, not the finer spirits, but those who do not know how to make use of them.

Do not trouble about those who practice philosophy, whether they are good or bad; but examine the thing itself well and carefully. And if philosophy appears a bad thing to you, turn every man from it, not only your sons; but if it appears to you such as I think it to be, take courage, pursue it, and practice it, both you and your house.

The state ought to take up this pursuit in just the reverse of our present fashion. At present, those who do take it up are youths, just out of boyhood, who in the interval before they engage in business and money-making approach the most difficult part of it, and then drop it. By the most difficult part I mean discussion. And toward old age their light is quenched more completely than the sun, for it is never rekindled. But with the advance of age, when the soul begins to attain its maturity, they should make its exercises more severe. For all things great are precarious and, as the proverb truly says, 'fine things are hard'.

The free man always has time at his disposal to converse in peace at his leisure. He will pass from one argument to another, and he does not care how long or short the discussion may be, if only it

attains its truth. But the non-philosopher is always talking against time, hurried on by the clock; there is no space to enlarge upon any subject he chooses, but the adversary stands over him ready to recite a schedule of the points to which he must confine himself. He is a slave disputing about a fellow slave before a master sitting in judgment of some definite plea in his hand, and the issue is never indifferent, but his personal concerns are always at stake, sometimes his life. Hence he acquires a tense and bitter shrewdness; he knows how to flatter his master and earn his good graces, but his mind is narrow and crooked. An apprenticeship in slavery has dwarfed and twisted his growth and robbed him of his free spirit, driving him into devious ways, threatening him with fears and dangers which the tenderness of youth could not face with truth and honesty; so, turning from the first to lies and the requital of wrong with wrong, warped and stunted, he passes from youth to manhood with no soundness in him and turns out, in the end, a man of formidable intellect -- as he imagines.

AT WORK?

The Applied Philosophy Program at Bowling Green State University, from interviews with some 63 non-academic employers and some 200 non-academically employed philosophy doctors, determined skills that non-academic employers are looking for that have a relationship to the study of philosophy, and circulated the following list:

Research

- Locating sources of data
- Organizing information
- Collecting data

Communication

- Speaking cogently
- Explaining difficult concepts
- Writing clearly and concisely
- Listening critically for assumptions and implications of views
- Hearing and answering questions perceptively

Problem-solving

- Identifying and defining problems perceptively
- Anticipating problems before they arise
- Interpreting data from alternative perspectives
- Perceiving alternatives to present realities
- Evaluating alternatives critically
- Implementing solutions effectively

Value conflicts

- Identifying and defining value issues clearly
- Characterizing value conflicts from alternative perspectives
- Devising plans that accomplish goals more fully
- Establishing and justifying priorities
- Mediating between contending parties
- Easily translating from theories to workable applications

Organization

- Analyzing, breaking wholes down into their component parts
- Integrating diverse elements into a clear, coherent whole
- Identifying organizing principles for material to be analyzed

WHO DOES IT?

STUDENTS

Students in philosophy are of all ages and backgrounds. Fresh from Cegep, hurrying in from jobs, or newly retired, Asian visitors or Westmount gentry, of all official languages, they have been attracted by the problems, pleasure or promises of philosophy study.

They are frequently studying some other discipline, too, seeking that freshness and breadth which good employers recognize their philosophical astuteness brings to the practice of any occupation.

The aim of the Philosophy Students Association on our campuses is to further philosophy students' interests by providing academic and social programmes. It sponsors guest lecturers, discussions and open forums. It arranges outings at Lacolle Centre, sports events and parties on campus and in homes.

The association also provides an opportunity for extended informal philosophical discussions in the seminar rooms and reading rooms nearby professors' offices. The rooms contain student libraries, too.

Students are invited to participate in the determination of programmes and policy of the department. Representatives vote on matters arising in the departmental meetings, which are open to all, as well as on committees for library and curriculum, and special task forces such as committees for grade appeals in philosophy courses.

TEACHERS

The Philosophy professors all have long experience teaching in their courses at Concordia. All teach courses at the introductory level, as well as advanced courses in their research specializations.

ROGER ANGEL (Ph.D., McGill) is teaching Philosophy of Science, as well as Elementary Deductive Logic, Symbolic Logic and graduate Metalogic. His Relativity: The Theory and its Philosophy appeared 1980.

MOBIN AHMAD (Ph.D., Chicago) is offering courses in ethics, and in the History of Modern Philosophy on both campuses.

CHRISTINE ALLEN (Ph.D., Claremont), cofounder of Simone de Beauvoir Institute for women's studies, is teaching Ethics, Philosophy of God, and a new course in Philosophy of Dying and Living.

JOHN DOYLE (M.A., Montréal) is teaching Metaphysics, this year in both the graduate and the undergraduate programmes, as well as Ancient Philosophy.

EDMUND EGAN (Ph.D., Fordham) is teaching Philosophy of Man, and its more specific version as Human Identity. He is teaching a graduate Philosophy of Art, as well as interdisciplinary Aesthetics as a fellow of the Liberal Arts College.

STANLEY FRENCH (Ph.D., Virginia) published Philosophers Look at Canadian Confederation in 1979. As Concordia's Dean of Graduate Studies, he is not teaching philosophy this year. He is a fellow of the Simone de Beauvoir Institute.

CHRISTOPHER GRAY (Ph.D., Catholic U.; LL.B., B.C.L., McGill) will teach undergraduate Legal Philosophy and a graduate focus on Human Rights. Besides Philosophy and Society, he will also add a new course, The Meaning of Life.

ERNEST JOOS (Ph.D., Montréal) published La scholastique: certitude et recherche in 1980. In the fall he will be researching Georg Lukacs in Hungary, and in the second term teaching Medieval Philosophy plus a graduate course on Heidegger.

ANDREW KAWCZAK (Ph.D., Warsaw), now preparing a book on Toynbee's philosophy of history, has published on logic and on philosophical anthropology. He will teach Critical Theory and Philosophy of History. He is Chairman of the Philosophy Department.

DALLAS LASKEY (Ph.D., Harvard) is teaching Phenomenology, with a specialization on Husserl in the graduate phenomenology course. He is coteaching Nineteenth Century Philosophy and Metaphysics. He is Graduate Programme Director in Philosophy, and leads the departmental research seminar in ethics.

HENRI LAU (D.E.S., Saulchoir; M.A., Montréal) teaches Philosophy of Education, carrying its expertise into the post of departmental Advisor to Philosophy Students.

JOHN MC GRAW (Ph.D., Angelicum) will teach his course on Contemporary Theories of Love, while preparing a book on its philosophical aspects. He is a fellow of Lonergan College.

SHEILA MULLETT (Ph.D., Purdue) teaches Analytical Philosophy, Critical Thinking, and a course in Law, Liberty and Human Rights. She is Advisor to philosophy students on the downtown campus, and in the Independent Studies Programme, as well as a fellow of Science College. She is treasurer of the Société de philosophie du Québec.

VINCENT MC NAMARA (Ph.D., Laval), after teaching Logic in summer school, will spend this year in Spain continuing research on the political philosophy of several Spanish and German thinkers.

DENNIS O'CONNOR (Ph.D., St. Louis) will conduct the Philosophy of Man, and offer Philosophy of the Social Sciences to graduate students. He is currently Chairman of the Undergraduate Studies Committee, and a fellow of Lonergan College.

JACK ORNSTEIN (Ph.D., California) is teaching in Philosophy of Mind, one course undergraduate and an advanced to graduates. He published The Mind and the Brain in 1972. He is a fellow of the Liberal Arts College.

DESIREE PARK (Ph.D., Indiana) is on leave in England this year, continuing work published in two books on Berkeley and in Complementary Notions on epistemology.

MARTIN REIDY (Ph.D., Toronto) will teach Ancient Philosophy, and the graduate course in Aristotle. His course in classical philology upon texts of Aristotle is being offered through the Classics Dept.

VLADIMIR ZEMAN (Ph.D., Prague), in addition to acting as Assistant Dean in Humanities, will be teaching Nineteenth Century Philosophy, and the graduate course in Kantian schools. As well, he will teach Methods of Enquiry, and conduct seminars for students of the Liberal Arts College, of which he is a fellow.

PHILOSOPHY

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PROGRAMMES

60 B.A. Honours in Philosophy.

YEAR I:

- 6 chosen from Phil.C201³ and C223³, C202⁶
- 6 Phil.C241⁹
- 6 Phil.C310⁶

YEAR II:

- 6 chosen from Phil.C226³ and C228³, C321⁶
- 6 Phil.C412⁶
- 6 elective or cognate credits

YEAR III:

- 6 chosen from Phil. C313⁶, C410⁶, C469⁶
- 6 chosen from Phil.C421⁶, C449⁶, C485⁶, C486³ and C488³
- 6 Phil.C460⁶
- 6 elective credits at the 400 and 300 levels,

Phil. elective and cognate credits to be chosen in consultation with the Department. I.B. Students preparing for graduate work should acquire a good reading knowledge of a related modern or classical language.

60 B.A. Specialization in Philosophy.

YEAR I:

- 6 chosen from Phil.C201³ and C223³, C202⁶
- 6 Phil.C241⁹
- 6 Phil.C310⁶

YEAR II:

- 6 chosen from Phil.C226³ and C228³, C321⁶, C224⁶
- 6 Phil. C412⁶
- 6 Phil. elective or cognate credits

YEAR III:

- 6 chosen from Phil.C313⁶, C410⁶, C469⁶
- 6 chosen from Phil.C421⁶, C449⁶, C485⁶, C486³ and C488³
- 6 Phil. C460⁶
- 6 Phil. elective credits at the 400 and 300 levels

Phil. elective and cognate credits to be chosen in consultation with the department.

36 B.A. Major in Philosophy.

YEAR I:

- 6 chosen from Phil.C210³ and C223³, C202⁶
- 6 Phil. C310⁶

YEAR II AND III:

- 6 chosen from Phil.C241⁶, C410⁶, C412⁶
- 6 chosen from Phil. C313⁶, C412⁶, C469⁶
- 12 Phil. elective credits to be chosen in consultation with the Department.

24 Minor in Philosophy.

- 6 chosen from Phil. C210³ and C223³, C202⁶, C211⁶
- 18 Phil. elective credits to be chosen in consultation with the Department.

45 MA Graduate Programme (See Grad.Calendar)

Residence: 1 year (3 terms) F.T.; or=P.T.

+A: or B:

18 course, 600-level. 33 course credits

21 thesis (Phil.695). 6 research pp.(691,692).

6 comp.exams, 2(690). 6 comp.exams, 2 (690).

PERSONAL PROGRESS CHART

Grade	in progress	Completed	Examined, submitted	Back-log

PHILOSOPHY

72 BA Honours in Education and Philosophy

YEAR I

- 9 Educ C210⁶, C230³
6 Chosen from PHIL 201³ and C223³, C202⁶, C211⁶
6 Chosen from PHIL C226³ and C228³, C310⁶

YEAR II

- 6 Educ 430⁶
6 Chosen from PHIL C348⁶, C350⁶, C352⁶, C460⁶
6 Chosen from Educ C421⁶, C426³, C427³, C441⁶
6 Chosen from PHIL C241⁶, C338³, C353³, C456⁶

YEAR III

- 6 Educ C431⁶
6 Chosen from Educ C432³, C433³, C434³, C435³ in consultation with the Education Department.
6 Chosen from PHIL C313⁶, C412⁶, C417⁶, C469⁶
6 PHIL elective credits at 400 level
YEARS II or III.
3-6 Chosen from Educ C413³, C414³, C416³, C417³

72 BA Honours in Philosophy and Religion

- 72 Chosen from Reli C211⁶, C213⁶, C301³, C302³

- 6 Reli C443⁶
6 Chosen from Reli C363⁶, C364⁶
6 Chosen from Reli C361⁶, C362⁶, C466⁶
6 Chosen from Reli C311⁶, C312⁶, C313⁶, C326³, C327³, C328³, C491⁶, C492⁶
6 Chosen from PHIL C201³ and C223³, C202⁶, C211⁶
6 PHIL C106
6 Chosen from PHIL C226³ and C228³, C321⁶, C469⁶
6 Chosen from PHIL C469⁶, C485⁶
6 Chosen from PHIL C241⁶, C310⁶, C312⁶, C313⁶, C331⁶, C334³ and C335³, C342³, C344³, C346³, C353³, C469⁶
6 Chosen from PHIL C321⁶, C334³ and C335³, C386³, C412⁶, C417⁶, C485⁶, C456⁶, C493⁶

48 BA Major in Political Philosophy

- 18 Poli C270⁶, C370⁶, C470⁶
6 Chosen from PHIL C201³ and C223³, C202⁶, C211⁶
24 Chosen from PHIL C342³, C344³, C346³, C469⁶, C412⁶, C417⁶, Poli C372⁶, Soci C300⁶

72 BA Honours in English and Philosophy

- 6 Chosen from Engl C256 through C284
6 Chosen from Engl C286 through C305, C376⁶, C377⁶, C390⁶, C392⁶
6 Engl C310⁶, C311³, C312³, C320⁶, C326³, C329⁶, C330⁶
12 Engl credits related to the area(s) of philosophical concentration to be chosen in consultation with the departments.
6 Engl or other credits chosen in consultation with the Departmental Honours Adviser.

PROGRAMMES

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- 6 Chosen from PHIL C201³ and C223³, C202⁶, C211⁶
6 Chosen from PHIL C226³ and C228³, C241⁶, C321⁶
6 Chosen from PHIL C310⁶, C312⁶, C313⁶, C331⁶

- 6 Chosen from PHIL C353³, C449⁶, C469⁶, C485⁶, C486³, C488³
6 Chosen from PHIL C348⁶, C410⁶, C412⁶, C417⁶, C455⁶, C456⁶
6 PHIL elective credits at 300 or 400 level

72 BA Honours in Philosophy and History

YEAR I

- 6 Hist C218⁶
6 Chosen from PHIL C201³ and C223³, C202⁶, C211⁶

YEAR II

- 6 Hist. C390⁶ or PHIL C352⁶ in consultation with the Philosophy or History Department.
12 Chosen from Hist C328⁶, C330⁶, C334⁶, C336⁶
6 Chosen from PHIL C241⁶, C244⁶, C313⁶, C460⁶

- 6 Chosen from PHIL C310⁶, C341⁶, C412⁶

YEAR III

- 6 Hist C493⁶
6 Chosen from PHIL C345⁶, C417⁶, C485⁶, C488³, C488³
6 Hist elective credits at 400 level in consultation with the Departmental Honours Adviser.
6 Chosen from PHIL C348⁶, C456⁶, C471³, C472³, C493⁶
6 PHIL elective credits at 300 or 400 level in consultation with the Departmental Honours Adviser.
6 of these credits may be taken in Year

72 BA Honours in Sociology and Philosophy

- 18 Soci C200⁶, C300⁶, C409⁶
6 Chosen from Anth C211⁶, Soci C400⁶, C401⁶, C405⁶
12 Chosen from Soci C320⁶, C325⁶, C330⁶, C340⁶, C360⁶, C370⁶, C435⁶
6 Chosen from PHIL C201³ and C223³, C202⁶, C211⁶
6 Chosen from PHIL C224⁶, C226³, C228³, C244⁶, C245³, C321⁶
6 Chosen from PHIL C241⁶, C343⁶, C345⁶, C348⁶, C480⁶
6 Chosen from PHIL C310⁶, C313⁶, C350⁶, C417⁶, C460⁶, C485⁶
12 Chosen from PHIL C341⁶, C342³, C344³, C346³, C347³, C352⁶, C412⁶, C421⁶, C449⁶, C453⁶, C493⁶, C496³

On approval of the Honours Adviser, the prerequisites for SOCI C409 may be modified for students in this programme.

72 BA Honours in Classics and Philosophy

- I 6 Chosen from PHIL C201³ and C223³, C202⁶, C211⁶
6 PHIL C310⁶
6 Chosen from PHIL C224⁶, C240⁶
6 CLAS C280⁶ (Elementary Greek)
II 6 CLAS C290⁶ (Elementary Latin)
6 CLAS C380⁶ (Intermediate Greek)
6 PHIL C410⁶. 6 PHIL elective or cognate.
III 6 CLAS C481⁶ (Plato). 6 CLAS C494⁶ (Later Latin)
6 CLAS C371⁶ (Spec.Top.). 6 PHIL C412⁶ or comparable course with advisor's approval.

SUMMER



Philosophy C 224/1 . 50

M W 19.00-22.00

INTRODUCTION TO LOGIC

Loyola Campus

Vincent McNamara

This course is divided into three parts: language, deduction and induction. The uses of language, informal fallacies, and definition, are treated under language; propositions, syllogism, symbolic logic, and quantification theory are treated under deduction. Analogy and probable inference, experimental enquiry, science and hypothesis, and probability are treated under induction.

This course is an elective for non-philosophy as well as philosophy students. At least one half of classroom time will be given to practical exercises and the other half to lectures.

The objective of this course is to help students acquire methods and habits of logical reasoning.

TEXTS:

Copi, Irving M. Introduction to Logic. 4th Edition.

SUMMER

Philosophy C313/ 1 . BA

MTTh 18.05-20.10

CONTEMPORARY PHILOSOPHY

S.G.W. Campus

D.Laskey, V.Zeman

This course deals with contemporary philosophical problems as they emerge in the human situation. Particular attention will be given to those social and cultural forces which have altered man's conception of himself, his relation to nature and to society, and his values.

Required Texts:

- Bryan McGee. Men of Ideas. British Broadcasting Corporation. 1978.
 C. P. Snow. Two Cultures: And a Second Look. Cambridge University Press.
 J. Habermas. The Legitimation Crisis. Beacon Press.
 W. James. Essays on Faith and Morals. New American Library.
 K. Jaspers. Reason and Existence. Farrar, Straus and Girous.
 E. Husserl. Phenomenology and the Crisis of Philosophy. Translated by Q. Lauer. Harper and Row, 1965.

Evaluation: Final Term Paper-----50%
 Mid-term Test-----25%
 Final Test-----25%

Method of Instruction:

Lectures, seminar and discussion sessions.

Philosophy C412/ . 50

M W 10.00-22.00

MODERN PHILOSOPHY

Loyola Campus

T.B.A.

A study of Western philosophy from Descartes to Hume.

Prerequisite: 6.Phil.cr., or permission of

FALL-SPRING



PROBLEMS

Philosophy C 201/2 . 01

T Th 11.45-13.00

PROBLEMS IN PHILOSOPHY

Loyola Campus

D. O'Connor

This course aims at introducing students to problems in three areas: knowledge, morals and reality. We'll be concerned with clarifying stumbling blocks to straightforward progress when we ask: what do I really know? What is knowing? How is knowing tied to perceiving, to evidence, to belief? What is worth doing? What is the nature of responsibility, of duty? Can we rationally or objectively decide what's good or right? What is real? What does 'being realistic' mean?

We will pursue these questions, these problem areas by way of reading and responding to three philosophers (René Descartes, Hannah Arendt, and Richard Taylor).

Class will follow a lecture-discussion format.

TEXTS: Discourse on Method, Descartes; The Human Condition, Arendt; Metaphysics, Taylor.

Evaluation: There will be 2 or 3 short essays, perhaps 2 class quizzes and a final term paper. The essays will be worth about 30%, the quizzes 20%, and the term paper about 50%. Class participation and work in the conference will be considered in assigning a final mark.

Philosophy C201/2 : A

M W 13.15-14.30

PROBLEMS OF PHILOSOPHY

S.G.W. Campus

S. Mullett

In this course we will select, from among the many contemporary philosophical discussions, those concerned with social and political questions. In order to deal with such issues it will be necessary to consider certain claims concerning the nature of the universe (metaphysics), what can be known (epistemology) and the nature of man (psychology). But the primary focus of interest will be man's relation to man, as described by different philosophers working within different conceptual frameworks.

The requirements of this course will be: one final test, in class, based upon study question handed out in advance (50%) and one term paper (50%). The method of teaching will consist of lectures followed by question and discussion periods.

Required Reading: Burton Leiser, Custom, Law and Morality

OF

Recommended Reading: Charles Taylor "Neutrality in Political Science" in Peter Laslett and W.G. Runciman eds. Philosophy, Politics and Society.

John Rawls "Distributive Justice" in Laslett and Runciman eds. op.cit.

R.H. Tawney Equality

John P. Flamenatz The English Utilitarians

W.D. Ross Foundations of Ethics Ch.IV

Jan Narveson Morality and Utility

T. Hobbes Leviathan

Anatol Rapaport Prisoner's Dilemma

R.D. Luce and H. Raiffa Games and Decisions

PHILOSOPHY

Philosophy C201/4 . 51

M 19.00-21.05

PROBLEMS OF PHILOSOPHY

Loyola Campus

J. McGraw

This course is designed for students who wish to be acquainted with philosophy through problems rather than through the historical approach. Methods used in Philosophy will be discussed and topics, such as the existence of God, the mind-body problem, freedom and determinism, rights and duties, will be used to illustrate philosophical approaches.

Philosophy C 201/4 . B

T Th 8.45-10.00

PROBLEMS OF PHILOSOPHY

S.G.W. Campus

T.B.A.

Calendar description; see above, McGraw section.

INTRODUCTION TO

Philosophy C202/3 01

TuTh 10:15-11:30

Loyola Campus

INTRODUCTION TO PHILOSOPHY

Henri Lau

Philosophy and philosophizing; discussion of the Pre-Socratics. An introduction to Plato with the Euthyphro. Knowledge, Persons and the World. Philosophy and the knowledge of God. Values and their justification.

The aim of the course is to learn what philosophy is all about and to develop a habit of critical examination of one's own life and the world we live in with the aid of texts from philosophers.

A lecture and discussion approach.

A recommended first philosophy course for all interested students. Required for Philosophy Honours and Majors students. May constitute a prerequisite for higher level philosophy courses.

Prerequisite: None.

Texts:

Philosophy Now: An Introductory Reader, Paula Rothenberg Struhl and Karsten J. Struhl (Eds.) Random House.

Plato: Euthyphro, Apology, Crito, Phaedo. LLA

Evaluation:

First term test - 10% first term essay - 20%
Second term test - 10% second term essay - 30%
Final examination- 30%



PHILOSOPHY

Philosophy C 202/3 . 51

Th 18.05-20.10

INTRODUCTION TO PHILOSOPHY

Loyola Campus

D. O'Connor

This course aims at introducing students to philosophy and its history. Philosophy, i.e., systematic, radical reflection and expression, is understandable only by doing it. Accordingly, students will be encouraged to think about, reflect upon, sort out a wide range of topics.

To fulfil these aims we'll attempt to understand or read carefully some very impressive mentors: Plato, Aristotle, Aquinas, Hobbes, Nietzsche, Kant, Hegel and Sellars.

Class format will be lecture-discussion focusing on the readings and questions stemming from the readings.

TEXT: A text of readings will be available in the bookstore.

Evaluation: brief essays on the readings, 50%; final term paper or exam, 50%.

INTRODUCTION

Philosophy C202/3 . A
Philosophy C202/3 . X

W F 10.15-11.30
Th 16.05-17.55
Conf.A F 13.15-14.05

INTRODUCTION TO PHILOSOPHY

J.Ornstein

S.G.M. Campus

A critical examination of attempts by contemporary philosophers to answer such questions as the following: Are we free or determined? Is there a God? What is the mind? What makes anything right or wrong? What makes something true? What can we really know?

It is expected that students will not only acquire some knowledge of what philosophers have said about these issues, but will also think critically about them on their own. Thus some discussion in class and in conferences is an integral part of this course. A collection of articles by leading philosophers will be used in this course. The lecture-discussion will be based on reading selected from this work.

TEXT: Pap, A., and P. Edwards, A Modern Introduction to Philosophy. 3d edition, 1973, Collier-Macmillan Canada Ltd., Toronto.

Evaluation: two papers and a final examination. The first, briefer paper will be worth 20%; the final paper and examination will each be worth 40% of the final grade. The quality of one's participation in class discussions could also enhance one's grade.

INTRODUCTION TO

Philosophy C202/3 . 52
INTRODUCTION TO PHILOSOPHY
John McGraw

M 16.05-17.55
Loyola Campus

Cf. pp. XI-XIV of the textbook. While authors from the various philosophical periods are considered, emphasis is placed mainly on contemporary authors and issues.

The contents of the course are divided as follows:

- A. INTRODUCTION: on analytic and integrative academic pursuit as well as a vehicle for self-actualization and an authentic philosophy of life.
- B. PART ONE: On Being Human
 - I. The Nature of Human Nature
 - II. Consciousness, self-consciousness, and transcendental consciousness
 - III. Language and Human Reality
 - IV. Freedom
 - V. Ethical considerations
 - VI. Philosophy of Religion and the Existence of God
 - VII. Death
- C. PART TWO: Social Dimensions
 - I. Individualism and Community
 - II. Freedom and Social Control
 - III. Equality
 - IV. Love and Sexuality
 - V. Suffering, Injustice and Responsibility
 - VI. Ecology and the Ethics of Science
 - VII. Social Change and Revolution

The goals include the elements of "self-actualization" and authenticity (cf. texts to be distributed in class) which in turn require achieving a dialectic among the following:

- (a) An OBJECTIVE understanding of the readings of the textbook (cf. below);
- (b) a SUBJECTIVE and personal appropriation of the readings;
- (c) and an INTERSUBJECTIVE dialogue with the members of the class.

A lecture-class discussion will be the customary procedure but a variety of methods will be employed including less formal meetings such as at Lacolle.

A recommended first philosophy course for all interested students. It may constitute a prerequisite for higher level philosophical courses.
Prerequisite: none.

TEXT: Philosophy Now: An Introductory Reader, Paula Rothenberg, Struhl (Eds.)
Random House.

Evaluation:

Tests and examinations will be "take-home" and one of essay nature. Class Participation: it is to be noted that qualitative class participation will constitute part of the final grade.

PHILOSOPHY

Philosophy C202/3 AA

W 18:05-20:10

INTRODUCTION TO PHILOSOPHY

S.G.W. Campus

M.H. Ahmad

This course is intended for students who have had no previous contact with philosophy and are interested in finding out what philosophy is generally about and what it has to offer. The general plan is to make a careful study and achieve a reasonable understanding of some of the fundamental problems and the various ways in which they have been dealt with. Some sample problems are as follows: "Are there basically different kinds of things in the World (material objects, minds, souls)?" "Is there some ultimate source of everything that exists (God)?" "How knowledge is possible, what are its varieties and sources?" "Is man capable of autonomous action or are all his thoughts and actions mere products of influences beyond his control?" "What is the basis of the distinction between morally good and bad?" etc.

The study will enable the student to see the origin of philosophizing in an effort on the part of human beings to make sense of things and to obtain a perspective on themselves in relation to the rest of the World. It may stimulate a desire for further exploration of various developments in philosophic thought, creating an urge to emancipate oneself from irrational beliefs and attitudes and develop a new orientation to life and the World.

A recommended first philosophy course for all interested students. May constitute a prerequisite for higher level philosophy courses.

TEXT:

Christian, James L. Philosophy - An Introduction to the Art of Wondering
Holt, Rinehart and Winston

Evaluation:

Two tests and a final term paper at the end of the term.



CRITICAL

Philosophy C223/2 Sec 51

M 19:00-21:05

Conf 61: M 21:15-22:05

C223/4 Sec 52

Th 16:05-17:55

Conf 62: W 18:05-18:55

CRITICAL THINKING

Loyola Campus

Andrew Kawczak

This is a course for anyone interested in the ways we think, communicate, and make decisions. Though we all practice critical thinking, we may still wish to know more about this process and to improve our practical skills as well. Thus we shall not only analyze, evaluate and re-design arguments but at the same time also study some concrete examples of these methods in the processes of discovery, research and exposition.

Texts:

Little, J. Frederick. Critical Thinking and Decision Making, Toronto, Butterworths, 1980.

Scriven, Michael. Reasoning. New York, McGraw-Hill, 1976.

Rosenberg, Jay F. The Practice of Philosophy; A Handbook for Beginners. Englewood Cliffs, Prentice-Hall, 1977.

Evaluation:

Assignments for conferences	25%
Book Report	20%
Example of a critical argument	10%
Test	15%
Final Examination	30%



THINKING

Philosophy G223/2 . XX

M 16.05-17.55
Conf.A M 8.45-9.35

Philosophy G223/4 . AA

T 18.05-20.10

CRITICAL THINKING

S.G.W. Campus

S. Mullett

The aim of this course is to examine examples of different ways of reasoning. In order to achieve this end we will engage in,

- a) a thorough examination of informal fallacies
- b) a brief look at syllogisms and fallacies of syllogistic reasoning.
- c) a brief look at formal predicate calculus and its rules of inference,
- d) a study of metaphor, its use and abuse in reasoning,
- e) some reflection on the role of thought in "emotive thinking"
- f) a brief look at "scientific method".

The course will be taught by means of lectures and discussions following each lecture.

Required Texts:

Alex Michalos
S. Morris Engel

Improving Your Reasoning (Prentice-Hall)
With Good Reason: An Introduction to
Informal Fallacies (St. Martin's Press)

Recommended Reading

Karl Popper
C. Pereleman
I. Copi
W. Shibles
W. Shibles
W. Shibles
W. Shibles
A. Ellis & R.A. Harper
R.B. Braithwaite
Max Black
Ernest Cassirer
Benjamin Whorf
Paul Churchland

Conjectures and Refutations (Random House)
The New Rhetoric
Introduction to Logic (Ann Arbor)
Emotion: The Method of Philosophical Therapy
Essays on Metaphor (The Language Press 1972)
Metaphor: An Annotated Bibliography and History
An Analysis of Metaphor (The Hague 1971)
A New Guide to Rational Living (Wilshire 1978)
Scientific Explanation (Harper 1960)
Models and Metaphors (Ithaca 1962)
Language and Myth (Dover Publications)
Language, Thought and Reality (MIT 1964)
Scientific Realism and the Plasticity of Mind
(Cambridge Univ. Press 1979)
Metaphor and Thought (Cambridge U Pr. 1979)
Inside the Whale and Other Essays (Penguin 1960)
"Politics and the English Language"

Andrew Ortony (ed.,)
George Orwell

Requirements:

One final test worth 50%
10 weekly assignments worth a total of 50%

The weekly assignments will vary, consisting in keeping a journal recording examples of various kinds of thinking discussed in the lectures and text, précis of selected material, analysis of selected material, study questions, as well as other exercises.

LOGIC

Philosophy C226/2 X

ELEMENTARY DEDUCTIVE LOGIC

Roger B. Angel

TTh 10.15-11.30

Sir George Williams Campus

Conf.A: M 10:45-11:35

This course is a survey of the elementary portions of deductive logic. It includes the analysis of categorical propositions and the classical categorical syllogism. It proceeds to develop a system of natural deduction for propositional logic and concludes with an examination of the rudiments of monadic predicate logic. Its objective is to introduce the student to the types of techniques and approaches that are employed in formal logic, and to make him aware of the differences between the traditional and contemporary approaches to logic.

Lectures and conferences. The level of this course is introductory.

Prerequisites: None.

TEXT:

Copi, Irving M. Introduction to Logic, MacMillan.

Evaluation:

Two class tests and a final examination. Some consideration is also given to performance on regular assignments.

METHODS

Philosophy C228/4 . A

Tu Th 10:15 - 11:30
Sir George William's Campus

METHODS OF INQUIRY

Vladimir Zeman

To study different structures and concepts of both knowledge and scientific methodology, we shall use Popper's conception of knowledge and its evolution. As a complement, various texts from the book of readings will be analyzed and critically evaluated. The instruction will alternate between lectures and seminar discussions based on the assigned readings.

TEXTS:

Popper, Karl R.

Conjectures and Refutations: The Growth
of Scientific Knowledge.
New York, Harper & Row, 1965.

Danto, A. and
Morgenbesser, S. (eds.)

Philosophy of Science.
New York, Meridian Books.

Evaluation:

Mid-term examination:	20%.
Final paper:	40%.
Final examination:	40%.

HUMAN IDENTITY

Philosophy C230/ 4 . AA
(crosslisted WMNS)

T 16.05-17.55

Sir George Williams Campus

HUMAN IDENTITY

Edmund Egan

This course will center on basic constitutive elements of what we call identity: style, role predication, sexuality, value perspective. Particular attention will be given to dualistic biases regarding the constitution of personality, especially those positing reason/emotion, masculine/feminine, male/female as parallel polarities.

TEXTS:

Lynd, Helen Merrill

On Shame and the Search for Identity
Others to be determined.

Evaluation:

To be determined in consultation with students.



MAN

Philosophy C240/3 A

M W 13.15-14.30

PHILOSOPHY OF MAN

SGW Campus

Dr. E. Egan

This course is an investigation of human nature through the investigation of cultural and ethical values, especially as our values have come to suffer crisis from the mid-twentieth century to the present.

Topics include the meaning of "normal", the question of standards in education, and criteria for a definition of "humanism."

A fairly extensive section on ethical psychology is included, dealing with such issues as presence, attention, hope-despair-optimism-pessimism, the relation of joy to happiness, the meanings of pride, humility and respect.

TEXTS:

Krutch, Joseph Wood Human Nature and the Human Condition.
other(s) to be determined.

Prerequisites: None.

Evaluation: Term paper 1/3; Final Examination 1/3;
short mid-year paper 1/6; mid-year exam 1/6.

MAN

Philosophy C 240/3. 01

M W 14.45-16.00

PHILOSOPHY OF MAN

Loyola Campus

D.O'Connor

The objective of this course is to develop an understanding of what it means to be human. It will be concerned with perceiving, knowing, believing, speaking and feeling. We will attempt to discover the nature of self-understanding and its relation to self-expression as well as recognition of others. We will attempt to discern the cultural, familial, social, political and economic structure of self-identity. We will attempt to do this through dialogue, decent honest human discourse.

This is an elective course for philosophy and non-philosophy students.

TEXTS: Students are encouraged to read Sidney Jourard's The Transparent Self, Hannah Arendt's The Human Condition, Paul Ricoeur's Fallible Man, Ronald Laing's Interpersonal Perception, Reuel Howe's Miracle of Dialogue.



ETHICS

Philosophy C241/3 01

W F 8.45-10.00

ETHICS

Loyola Campus

John Doyle

An enquiry into moral experience and the principal interpretations that have been given to it. The basic principles of the main schools of moral philosophy will be carefully considered and an attempt made through discussion to assess their applicability to recognizable moral problems. Discussion will also be centered on the problems of the meaning and function of intention; of good and moral good; freedom and obligation; the "utility" of morals; hedonism, relativism, behaviourism; the relation of law and morals; existentialism and emotivism; rationalism and morals; the possibility and nature of a practical moral philosophy.

TEXT: T.B.A.

Evaluation: final examination; paper.

ETHICS

Philosophy C 241/ 3 . A

TTh 14.45-16.00

ETHICS

S.G.W. Campus

C. Allen

This course will consider some of the classical theories of ethics. In addition it will examine a variety of contemporary arguments about ethical issues. Subjects such as: What is good? How can we know what is the right thing to do? and How ought we to live? will be considered. Emphasis will be placed on the application of ethical theory to specific contemporary ethical situations.

This course will be useful both to those students who seek a solid foundation in classical ethical theories for further study in philosophy, as well as for those who want merely to have an introduction to philosophical ethics.

No prerequisites.

TEXTS: 1st term-- Aristotle, Nicomachean Ethics, Bobbs-Merrill; Kant, Foundation of the Metaphysics of Morals, Bobbs Merrill or Hackett; Mill, Utilitarianism, Bobbs Merrill or Hackett.
2d term--Philippa Foot, Theories of Ethics, Oxford University Press; Richard M. Hare, Language of Morals, Oxford University Press; Robert N. Beck, John B. Orr, Ethical Choice, Macmillan.

BUSINESS ETHICS

Philosophy C 242/ 2 . A

TTh 13.15-14.30

BUSINESS ETHICS

S.G.W. Campus

T.B.A.

The purpose of this course is to elucidate the key ethical notions with reference to the business world. The intention is to make students aware of situations in which ethical implications arise rather than to impose specific rules.

Philosophy C 242/ 4 . A

TTh 13.15-14.30

BUSINESS ETHICS

S.G.W. Campus

T.B.A.

Description is the same as of the first-term section.



PHILOSOPHY AND SOCIETY

Philosophy C 245/ 2 . 51
Philosophy C 245/ 4 . 01

Th 16.05-17.55
TTh 11.45-13.00

PHILOSOPHY AND SOCIETY

Loyola Campus

Christopher Gray

This course is an introduction to philosophy through social concerns. Each section opens with a popular statement of current issues (such as violence, freedom of information, labour strife, refugees' aid, censorship, separatism.)

The claims about social existence which underlie these issues are dis-entangled. This is done by seeking, first, what we might have in common (nature, individuality, personhood), and then what varieties of community might arise (familial and religious communion and "the social", expressive communication, national commonplaces, political commonweal). On these descriptions depend, at each point, judgments of social worth (progress or decadence).

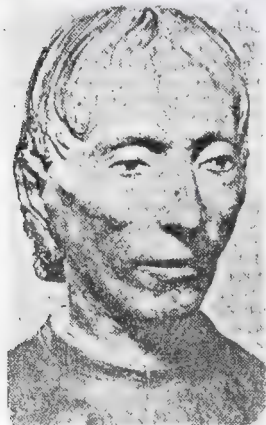
There is no prerequisite. This course is useful also for students of social studies. Discussion and lecture upon texts will be used.

TEXTS:

Selections privately printed by professor and available through Philosophy Department office, at students' request.

EVALUATION:

Several short papers (50%) plus final exam (50%).



MEANING OF LIFE

Philosophy C 291/2 . A

W F 11.45-13.00

INTRODUCTION TO SPECIAL TOPICS IN PHILOSOPHY:

Special topic: THE MEANING OF LIFE

C. Gray

S.G.W.. Campus

This course is at the level of an introduction to philosophy. It is a reflection on the breadth and details of our search to give or find meaning in the experiences of our lives. It is not a philosophy of biology, or organic self-maintenance; nor is it a semantic investigation of communicative signification, of meaning (although these will not be irrelevant).

Why do we pose such a question as 'Does my life have any meaning?' What sort of answer would satisfy us? Is becoming satisfied of any relevance to ending the search? Is the inquiry even possible? If so, how is it best stated? What sort of answers to the question can there be? What sort have been offered, and developed more fully? Are those answers, and their presuppositions as well as their behavioural outcomes, coherent? correct? sufficient?

TEXTS: The Meaning of Life: Questions, Answers, Analysis, eds. S. Saunders and D.R. Cheney, Prentice-Hall pbk., 1980, sets the movement for reflection, with readings from the writings of well-known (Tolstoy, Schopenhauer, Camus) and workaday philosophers (Stace, Baier, Taylor, Edwards, Hare, Barnes, He pburn, Nielsen, Nagel). Philosophy and the Meaning of Life by Karl Britton, Cambridge pbk., 1969, will be read throughout. The humanistic bent of these texts is not necessarily the tenour of reflections upon them.

Evaluation: Not the correctness of opinions or the value of attitudes will be evaluated, but rather students' accuracy of information and acquired ability to support opinions or penetrate attitudes by appealing to root principles with coherent movement comprehensibly expressed in: 1 termpaper, due last class, considering one position, 40%, plus 1 midterm test, 25%, and one final test, 25% non-cumulative, with regular class discussion upon reading preread, 10%.



*"I'll let you know the meaning of life
when I'm damn good and ready!"*

AND DYING LIVING

Philosophy C291/2. AA
/4. BB

T 18.05-20.10
T 19.05-20.10

INTRODUCTION TO SPECIAL TOPICS IN PHILOSOPHY:
Special topic: PHILOSOPHY OF DYING AND LIVING

C.Allen

S.G.W. Campus

This course will discuss ways in which philosophy can be applied to the human context of dying and living. It will consider theories which emphasize separation of body and soul through reincarnation, theories which develop a stoical attitude towards suffering, theories which adopt a religious approach towards death, and contemporary approaches towards the human capacity to find meaning in life situations.

This course will be useful to students of philosophy who want to study a practical application of philosophy to an important human situation. It will also be useful to non-philosophers who seek to learn about the insights of philosophers as a way to increase their understanding of living and dying.

No prerequisites.

TEXTS: Plato, Phaedo, Hackett; Boethius, Consolation of Philosophy, Bobbs-Merrill; The Jerusalem Bible, Doubleday; Viktor Frankl, Man's Search for Meaning, Beacon; John Hick, Death and Eternal Life, Harper and Row; Leo Tolstoy, The Death of Ivan Illych.

ANCIENT



Philosophy C310/3 01

W F 11.45-13.00

ANCIENT WESTERN PHILOSOPHY

Loyola Campus

John Doyle

This course will center upon the works of Plato and Aristotle. The objective is to attain a clear grasp of the conception of philosophy presented by each, together with the role they assigned to it and the method they thought it should employ. This will be pursued primarily through a study of selected texts from the authors themselves. Reading of a standard history of the period will be presumed (v.g. Copleston "History of Philosophy" Vol. 1).

TEXTS:

To be announced.

Evaluation:

One short paper per term (30% each); final (40%).

PHILOSOPHY

Philosophy C310/3 . AA

M 18.05-20.10

S.W. Campus

ANCIENT WESTERN PHILOSOPHY

Martin Reidy

The general aims of this course are to show: (1) how in the ancient world distinctively philosophical problems were formulated; (2) how the various branches of philosophy were formulated; (3) how divergent doctrines and schools of thought evolved.

Content:

PART ONE: THE PRE-SOCRATICS

- Chapter 1. How physics grew from Cosmogony.
2. How mathematics ambitioned to become the whole of philosophy.
 3. How metaphysics and dialectic arose in opposition to mathematics.
 4. How fifth-century physicists tried to resolve the dilemmas posed by the dialecticians.

PART TWO: THE ATHENIAN PERIOD

- Chapter 5. How, when the interest of man's minds shifted from nature to politics, the logic of events was the death of Socrates.
6. How Plato turned the Socratic method to new problems as well as old.
 7. How Aristotle turned his attention to resolving paradoxes and dilemmas left by Plato and founded the sciences of logic and biology.

PART THREE: LATER GREEK PHILOSOPHY

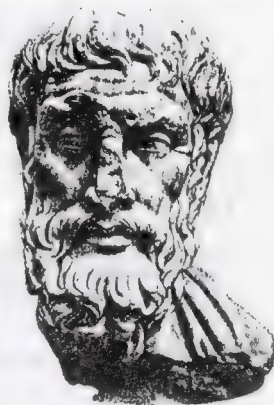
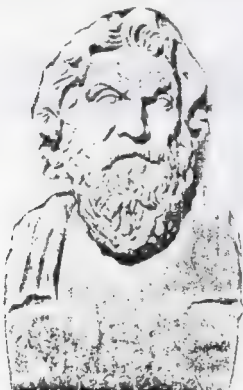
- Chapter 8. How the major schools of philosophy were formed.
9. How Greek philosophy ends with Plotinus' synthesis of Platonic and Aristotelian doctrines.
 10. How Greek philosophy became assimilated into Judaic and Christian Theology.

Teaching Methodology: Lectures and discussion.

Bibliography:

Allen, R. Greek Philosophy: Thales to Aristotle (Text)
Clarke Hellenistic Philosophy. (Selections).

Additional bibliography will be distributed.



EXISTENTIALISM

Philosophy C 312 / 3 . 51

T 18.05-20.10

EXISTENTIALISM

Loyola Campus

T.B.A.

A course designed to acquaint the student with the fundamentals of the existentialist movement as a philosophical perspective. Among philosophers considered will be Kierkegaard, Nietzsche, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and Berdyaev.



CONTEMPORARY

PHILOSOPHY

Philosophy C 313/ 3 . 01

W F 10.15-11.30

CONTEMPORARY PHILOSOPHY

Loyola Campus

T.B.A.

A study of selected philosophers of the Twentieth Century. Movements and figures discussed vary from year to year. Such topics as the following will be considered: Positivism, Pragmatism, Marxism, Phenomenology, Existentialism, and Philosophical Analysis.

Prerequisite: 6 credits in Philosophy, or permission of the Department.

SYMBOLIC LOGIC

Philosophy C 321/ 3 . XX

T 18.05-20.10

SYMBOLIC LOGIC

Conf. AA T 17.05-17.55

Conf. BB T 20.15-21.05

R. Angel

S.G.W. Campus

This course provides a detailed presentation of a complete system of first-order logic. The theory of relations and Russell' theory of definite descriptions are carefully presented. The emphasis of the course is on the techniques of problem-solving rather than on logical theory. The course will be of interest to students of mathematics and to students of philosophy who are interested in the application of logical methods to the problems of philosophy. Lectures and conference. No prerequisites.

TEXT: Copi, Symbolic Logic, 5 ed., Macmillan.

Evaluation: three class tests and a final examination.



PHILOSOPHICAL PSYCHOLOGY

Philosophy C338/4 . A

M 16.05-17.55

PHILOSOPHICAL PSYCHOLOGY

SGW Campus

J. Ornstein

An examination of some of the central problems in the study of human beings. Such questions as the following will be discussed: Is there a human nature? If so, how far is a scientific theory of human nature possible? What is the mind-body problem? Is freedom compatible with causal determinism?

It is expected that the students will not only acquire some knowledge of what others have said about these issues, but will also think critically about them on their own. Thus some discussion in class is an integral part of the course.

A new book of readings has been selected for this course and it includes excerpts from thinkers in Religion, Philosophy and the Sciences.

TEXT: The Study of Human Nature: Readings. Edited by Leslie Stevenson, Oxford University Press 1981. Paperback.

Evaluation: 1 brief paper worth 25%, and a longer one worth 75% of the final grade. The quality of one's participation in class discussions could also enhance one's grade.



CONTEMPORARY

LOVE

Philosophy C 340/3 51

CONTEMPORARY THEORIES OF LOVE

W 19:00-21:05

Loyola Campus

John McGraw

A topical analysis of love and attendant phenomena with emphasis on their metaphysical, epistemological, psychological, ethical, aesthetic, religious, sociological, and theological dimensions. The course is, therefore, essentially philosophical in nature but is interdisciplinary as well.

Some of the problems considered are:

- (a) the conceptual and linguistic meanings of love;
- (b) the types of knowledge, if any, involved in love;
- (c) the origins, kinds, properties, and consequences of love;
- (d) the relationship of love to the following:
 - (1) freedom;
 - (2) maturity;
 - (3) self-actualization;
 - (4) union with the other(s);
 - (5) value formation;
 - (6) respect, admiration, esteem and justice;
 - (7) benevolence and community;
 - (8) individualism and community;
 - (9) sympathy, empathy, kindness, liking, hate, jealousy, envy, fear; loneliness and other essentially emotional and affective phenomena;
 - (10) volition and choice;
 - (11) the meaning of life and death.

Format: Although this is somewhat flexible, a lecture-discussion procedure will be customary.

Prerequisite: one previous course in philosophy is required.

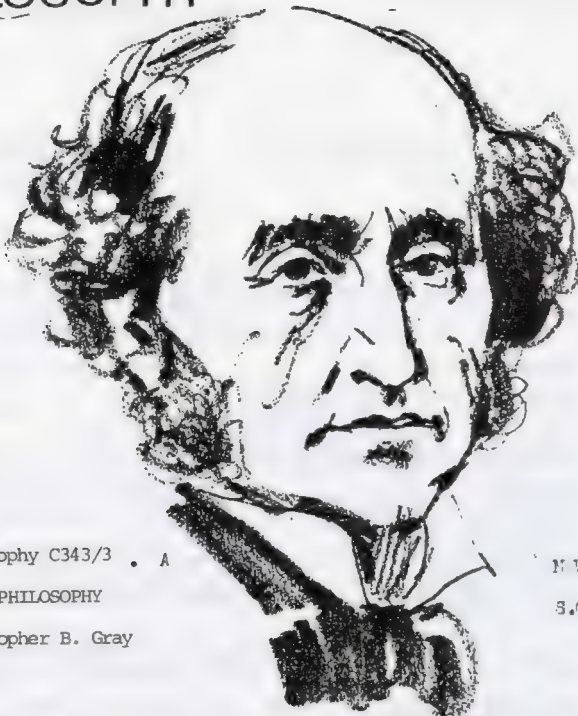
Text: Readings in Philosophy C340/3 (formerly 374Z): available at Loyola Bookstore.

Authors: among the authors considered are Robert Hazo, Erich Fromm, Rollo May, Ayn Rand, Abraham Maslow, Karen Horney, Theodor Reik, J. Ortega y Gasset, J.P. Sartre, Louis Lavelle, Denis de Rougemont, Max Scheler, Friedrich Nietzsche, and Pitirim Sorokin.

Bibliography, dates of tests and final examination (and their grade values) and other such matters will be determined in the first few weeks of class.

Evaluation: term tests and final examination; they are "take-home" and essay in nature.





Philosophy C343/3 . A

LEGAL PHILOSOPHY

Christopher B. Gray

N.W. 14.45-16.00

S.O.W. Campus

This course is a reflection upon law, as citizen and lawyer experience it.

Is law a bundle of arbitrary and disconnected events, or does it have orderliness to it? In what way does it compel our actions and how far can this go? Does it have any moral role to play, beyond a sheer ideology of power?

What does it mean to have legal rights? Does property right affront our personhood? When do we become liable to have the institutions of law respond to our acts, and how can we justify our escape? How does one reason with the law?

The reflection is carried out by enlightening concrete situations with theoretical argument. The situations are found in caselaw, the theory in accompanying essays. For example, cases on legal community are fortified by writings on civil disobedience, etc.

Lecture and discussion upon readings is the method. Debate will be employed if the class is numerous enough.

This course is open to all students, with no prerequisite. It is recommended, in addition, for students in philosophy and in social studies, as well as for members of the public affairs college.

TEXTS:

Gray, C.B., ed. Legal Philosophy: Jurisprudence in Canadian Caselaw.

Kent, E.A., ed. Law and Philosophy.

Evaluation:

Evaluation: midyear and final exams; paper and/or debate per term.

LIBERTY, AND HUMAN RIGHTS

Philosophy 344/4 AA

Th 16:05 - 17:55

Sir George Williams Campus

LAW LIBERTY AND HUMAN RIGHTS

Sheila Mullett

In this course we will examine three fundamentally different philosophical traditions underlying current discussions of law, liberty and human rights. The first philosophical world view, the Natural Law theory, defends the idea that there is a foundation for the laws of any society which exists independently of the will of man and can be known by man and appealed to by men as a means of evaluating existing man-made laws. The second, alternative view, maintains that all law is man-made and can be evaluated by the criterion of Utility. A third, and different perspective, the Marxist view, criticizes both the Natural Law view and the Utilitarian view on the grounds that these are the expressions of the ideology of a dominant class. The aim of this view is to expose ideological manipulation and to provide the means of analyzing a given social situation, and set of laws, in order to see how that situation can be developed so as to achieve liberation of the exploited class.

Requirements

Two class tests, based upon lecture and reading material: 50%
One term paper, due April 15th 50%

Required Texts:

NATURAL LAW A.J.P. d'Entreves

On Liberty John Stuart Mill

Karl Marx: Selected Writings Eds. T.B. Bottomore & M. Rubel

Recommended Reading:

The Nature of Law Ed. M.P. Goulding

Political Philosophy Anthony Quinton

Philosophy, Politics and Society, Ed. Peter Laslett

John Stuart Mill Karl Britton

Karl Marx Isaiah Berlin

The Social and Political Thought of Karl Marx Shlomo Avineri

The Concept of Ideology George Lichtheim



PHILOSOPHY OF EDUCATION

Philosophy C349/3 01

Tu Th 13:15 - 14:30
Loyola Campus

PHILOSOPHY OF EDUCATION

Henri Lau

What is philosophy? What is education? Why study philosophy of education? Theory of value and education. Theory of knowledge and theory of learning. Discussion of different approaches and their validity.

The aim of this course is to gain an understanding of the relationship between different theories of education and educational practices and to discover the link between philosophy and educational theory.

A lecture and discussion approach.

An elective open to all students.

Prerequisite: none

Texts:

- | | |
|--------------------|---|
| Shermis, S. Samuel | <u>Philosophic Foundations of Education</u>
Von Nostrand Reinhold Co., New York, 1967. |
| Mayeroff, Milton | <u>On Caring</u> , Perennial Library, Harper and Row
Publishers, New York, 1972. |
| Montessori, Maria | <u>The Absorbent Mind</u> , Dell Publishing Co.Inc.
N.Y. 1967 |

Evaluation:

First term class test - 10%; First-term essay- 20%
Second-term class test- 10%; Second-term essay-30%
Final examination - 30%.



PHILOSOPHY OF HISTORY

Philosophy C352/3 AA

W 16:05-17:55

Sir George Williams Campus

PHILOSOPHY OF HISTORY
(Also given as History 390)

Andrew Kawczak

In the first term the course will examine the nature of historical knowledge and its relation to the social sciences. Special consideration will be given to the issue of objectivity and the interplay of subjective and objective elements in historiography. Hempel's positivistic model of historical explanation will be contrasted with Dilthey's hermeneutics and followed by an analysis of ideas developed by some recent authors such as Dray, Frankel, Nagel, Popper and Scriven.

In the second term the course will deal with the interpretation of the historical process and the search for meaning in history. Authors discussed will include Vico, Herder, Kant, Hegel, Comte, Mill, Buckle, Marx, Spengler and Toynbee.

Texts:

Carr, E.	<u>What is History</u>
Dray, W.	<u>Philosophy of History</u>
Gardiner, P.	<u>Theories of History</u>
Hegel, G.	<u>Reason in History</u>
Kant, I.	<u>On History</u>
Popper, K.	<u>The Open Society and Its Enemies</u>
Tomlin, E.W.F. (ed.)	<u>Arnold Toynbee.</u>

Evaluation:

Assignments and tests -33%; essay-33%; final exam - 34%

MEDIEVAL PHILOSOPHY

Philosophy C410/4/51

T Th 4:00 - 6:00

Loyola Campus

MEDIEVAL PHILOSOPHY

Ernest Joos

The content of the course is best summed up in the title of Etienne Gilson's book, *The Unity of Philosophical Experience*. If there is a unity of philosophical experience, then there is, from historical point of view, continuity in philosophical speculations. Therefore, Medieval Philosophy fills the gap between Ancient and Modern Philosophy. It covers a very long period (from the 4th century to the 15th century) and it is the scene of feverish intellectual activity in all domains of philosophy - logic, epistemology, ethics - and holds all these disciplines together in the framework of a metaphysics which is either Platonic or Aristotelian in origin. The philosophy of Descartes, Hume and Kant can be properly situated only in contradistinction with the philosophical practices of the Middle Ages. Nominalism, rationalism, and anti-metaphysical attitudes of modern times and also contemporary currents are better understood if their opposition to previous ways of philosophizing is re-instated into the unity of philosophical experience from St. Augustine through Thomas Aquinas to Nicholas of Cusa.

The course will stress throughout the relevance of medieval problems to modern and contemporary philosophical issues.

Method of Teaching: interpretation of authentic medieval texts.

Texts:

St. Augustine: Confessions;
Medieval Philosophy (Selected Readings) ed. John F. Wippel
 and Allan B. Wolter, O.P.M.
 Plotinus: (Selected readings tr. by E. O'Brien)
 Boethius: Consolation of Philosophy

MODERN PHILOSOPHY

Philosophy C412/3 . 51
Philosophy C412/3 . A

M 19.00-21.05 Loyola Campus
TTh 10.15-11.30 S.G.W. Campus

MODERN PHILOSOPHY

M. M. Ahmad

This course is concerned with Continental rationalism and British empiricism, the two main streams of philosophical thinking in the 17th and 18th centuries, with particular reference to such central figures as Descartes, Leibniz, Locke and Hume. After considering the important influences which gave rise to modern philosophy, the main objective will be to bring out the distinctive characteristics of the methodologies of these philosophers, and to make a careful study of their contrasting views concerning human knowledge, causality, substance, God, mind and body and personal identity, etc. The course will lead the student, in his later studies, to a recognition of the influence of these philosophers in shaping the course of the subsequent philosophical development and also their significance for contemporary philosophy.

Prerequisites: six credits in philosophy or permission of the Department.

TEXTS:

- Descartes Selections, ed. R.M. Eaton (Scribners)
Leibniz, Monadology and Other Philosophical Essays
Translated by Paul Schrecker (Bobbs-Merrill)
Locke, An Essay Concerning Human Understanding
Edited by A.D. Woozley (Meridian Books)
Hume, Selections, ed. C.W. Hendel (Scribners)

Evaluation:

There will be two tests and a term paper.

NINETEENTH C. PHILOSOPHY

Philosophy 0417/3 . AA

Th 18.05-20.10

NINETEENTH CENTURY PHILOSOPHY

S.G.W. Campus

D.Laskey, V.Zeman

This course will explore some of the major themes in Nineteenth Century Philosophy beginning with the post-Kantians (Fichte, Schelling, Hegel), through the post-Hegelians, and dealing with their contemporary relevance.

Texts:

- | | |
|--------------------|---|
| Gardiner, P. L. | 19th Century Philosophy. N.Y., The Free Press, 1969. |
| Kaufmann, W. | <u>Hegel: Texts and Commentary.</u> Garden City, Anchor
Doubleday, 1966. |
| Marx, K. | German Ideology. N.Y., International Publishers, 1973. |
| Nietzsche, F. | <u>On the Advantage and Disadvantage of History for Life.</u>
Indianapolis, Hackett, 1980. |
| Wiener, P.P. (ed.) | <u>C. S. Peirce: Selected Writings.</u> N.Y., Dover, 1966. |

Recommended Reading:

A list will be made available at the beginning of classes.

Method of Instruction:

Each major philosophical area will be introduced and developed through a series of lectures, class discussions and seminars.

Evaluation:

- | | |
|---|------------|
| Two tests (one hour each, worth 15% each) | |
| Two written term papers | (90% each) |
| One book report | (10%) |



PHILOSOPHY OF SCIENCE

Philosophy C421/3 AA

Wed. 16:05-17:55

Sir George Williams Campus

PHILOSOPHY OF SCIENCE

Roger B. Angel

The first part of the course introduces the student to the nature of scientific theory through an examination of the basic concepts of Einstein's theory of relativity and its philosophical implications concerning space and time. The second part of the course deals with general issues in the philosophy of science such as the structure of scientific explanations, criteria of meaning in science, the status of theoretical terms and the problems of induction and confirmation. Lectures and discussions. The level of the course is intermediate to advanced. A course in logic either prior to or concurrently with this course will be useful, although not essential.

TEXTS:

Einstein: Relativity: The Special and General Theory
(15th edition), Crown.

Carnap, R. An Introduction to the Philosophy of Science, Harper.

Evaluation:

Short expository papers, one long research paper and one take-home exercise.

PHENOMENOLOGY

Philosophy C 449/3 AA

Th 20.25-22.30

Sir George Williams Campus

PHENOMENOLOGY

Dallas Laskey

An elective open to any student interested in phenomenology and its applications. Previous training in philosophy is helpful but not necessary.

The objectives of the course are threefold: (1) to acquaint the student with the fundamentals of Husserl's phenomenology, (2) to contrast the views of Husserl with those who modified and interpreted his work, such as Scheler, Heidegger, Sartre and Merleau-Ponty, (3) to survey some of the concrete applications of phenomenology in art, morals, religion, literary criticism, history and the social sciences.

In the first semester and part of the second the instructor will lecture on Husserl's phenomenology and its modifications. The course will then be conducted in seminar style with presentations of individual papers and discussion.

Prerequisite: one course in philosophy or permission of the instructor.

TEXTS:

- | | |
|--------------------|--|
| Husserl, Edmund | <u>Phenomenology and the Crisis of Philosophy.</u>
Trans. by Quentin Lauer. New York, Harper & Bros., 1965. |
| Husserl, Edmund | <u>Cartesian Meditations.</u> The Hague: Martinus Nijhoff, 1960. |
| Kockelmans, Joseph | <u>Phenomenology. The Philosophy of Edmund Husserl and its Interpretations.</u> Garden City, Doubleday, 1967. |

Evaluation:

Lectures, reports and discussion. Multiple criteria will be used in the determination of the final grade: hour tests, a written final exam, class reports and two term papers.

RECENT ETHICS

Philosophy C456/3 A A

Tu 16.05-17.55

RECENT ETHICAL THEORY

3.3.W. Campus

T.B.A.

This course centers on metaethical problems much debated by the contemporary ethical philosophers. Some sample topics are as follows:

The meaning and nature of ethical concepts and judgements;
 logical derivability of evaluative statements from factual statements;
 the nature of morality or moral point of view;
 the controversy about the meaningfulness of the question "Why should I be moral?" and the controversy about the legitimacy of the rigid distinction between normative ethics and metaethics.

Prerequisite: Students are expected to be familiar with the ethical theories of such classical philosophers as Plato, Aristotle, Hobbes, Hume, Kant and Mill.

Texts: TO BE ANNOUNCED.

Evaluation: Final grade will be based on class presentation, a term paper and a test.



PHILOSOPHY OF GOD

Philosophy C 457/ 3 . 51

W 16.05-17.55

PHILOSOPHY OF GOD

Loyola Campus

C.Allen

This course will examine arguments by philosophers about the existence and nature of God. It concentrates on the theories found within western classical, Jewish and Christian traditions. In addition, the philosophical bases for some contemporary thought about God will be studied. Particular attention will be given to the influence of existentialism, pragmatism and contemporary science on theories about the nature of God.

This course will be useful to those advanced students in philosophy or religion or theology who seek to understand the relation between a philosophical and a religious approach to God.

TEXTS: 1st term--Hesiod, Theogony, Bobbs; Aristotle, Metaphysics, U.Michigan; St.Augustine, City of God, Doubleday Image; St.Thomas, Summa Theologiae, vol.I, Doubleday Image; John Hick, The Existence of God, Macmillan.

2d term--Pascal, Pensées, Penguin; Nietzsche, The Anti-Christ, in with Twilight of the Idols, Penguin; William James, The Varieties of Religious Experience, Doubleday; Alfred North Whitehead, Religion in the Making, New American Library; Martin Buber, I and Thou, Scribner; Teilhard de Chardin, Divine Milieu, Harper Row.

HONOURS

Philosophy C460/3 AA

T 20.25-22.30
Sir George Williams Campus

HONOURS SEMINAR IN EPISTEMOLOGY AND METAPHYSICS

Dallas Laskey, John Doyle

A required course for Honours students in Philosophy, but open to any student interested in epistemology and metaphysics.

This course will attempt to provide the student with an understanding of some of the main issues in the theory of knowledge and their metaphysical implications.

Sample problems in epistemology: meaning, truth, nature and limits of justification, perception, kinds of knowledge, the a priori, foundations of knowledge. In the second term the materialism-idealism controversy will provide the general framework for the study of particular problems as: ultimate foundations, universals and particulars, mind and matter, life and immortality, self, the place of value in metaphysical systems.

Prerequisite: second-year standing.

TEXTS:

R.Chisholm, The Theory of Knowledge, 2d ed., Prentice-Hall, 1977.
A.Quinton, The Nature of Things, Routledge, Kegan Paul, 1974.

Other readings to be assigned.

Evaluation:

Lectures, individual reports and seminar discussions. Two class presentations, two term papers, hour tests and final exam.



ANALYTIC PHILOSOPHY

Philosophy Cl69/3 AA

M 20.25-22.30

CONTEMPORARY ANALYTIC PHILOSOPHY

Sir George Williams Campus

Sheila Mullett

A seminar devoted to the study of the development of contemporary analytic philosophy.

We will begin with G.E. Moore's reaction to British Idealism and consider the alternative method used by him. We will examine the application of mathematical logic to language on the part of Bertrand Russell to see how it solved some philosophical problems at the cost of new ones. In addition we shall note the influence of both Russell and Moore on later philosophical analysis. The topics we will consider in the first term are as follows:

British Idealism and the reaction of Moore and Russell
 Propositional Calculus
 Moore's appeal to Common Sense as a method of philosophical analysis
 Moore's concept of definition
 Russell's Logical Atomism
 Russell's theory of descriptions
 Russell's theory of types as a solution to the paradoxes
 The theory of Sense-Data as a solution to the problem of solipsism
 Logical Positivism
 Ordinary Language Philosophy
 The Emotive Theory of Ethics as a solution to problems raised by Moore's "Naturalistic Fallacy" and the Positivists' Criterion of Meaning.

In the second term we shall consider attempts to remedy difficulties engendered by the narrow criterion of meaning of the Positivists.

Requirements:

One précis of an article in Weitz to be presented in class	20%
Class participation	10%
One short paper to be presented in class (2nd term)	20%
One term paper, 10-15 pp. due March (outline due January)	50%

Interviews with instructor: the student is expected to meet with me to discuss his/her work once in each term.

Required Texts:

Weitz, Morris Twentieth Century Philosophers: The Analytic Tradition
 (Collier Macmillan Paperback)

Rosenberg, J. & Charles Travis, Readings in the Philosophy of Language, Prentice-Hall.

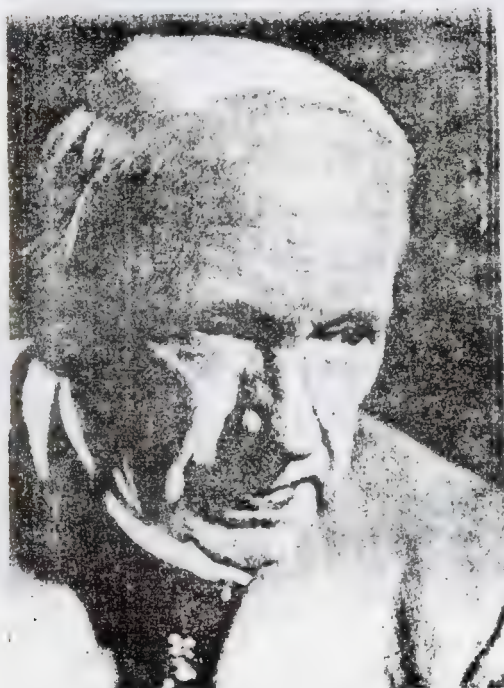
TUTORIALS

Philosophy Ch71/2, /4; Ch72/2, /4;.51, AA. t.b.a.

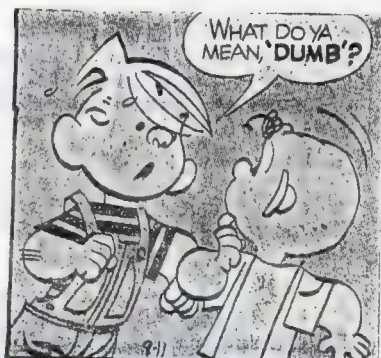
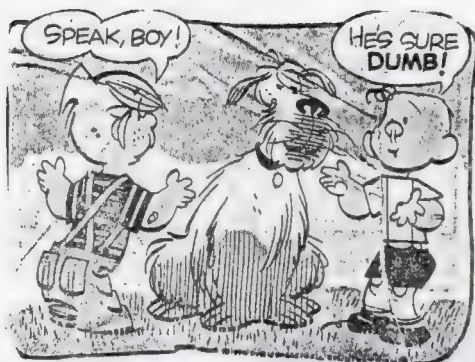
TUTORIALS

If permission for a tutorial is granted, its director will supervise an intensive reading programme in the student's area of special interest.

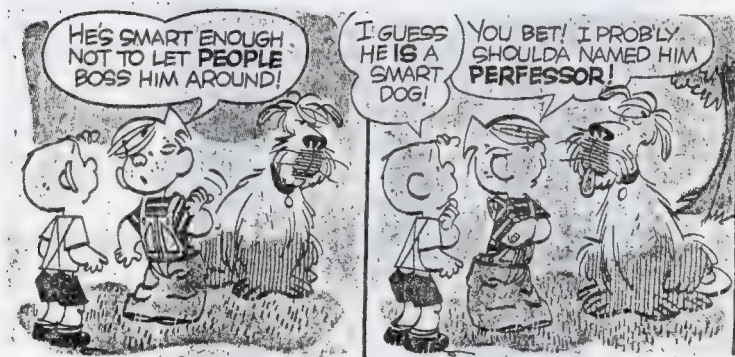
Prerequisite: 18 credits in philosophy, or permission of the Department.



GRADUATES



Je préfère passer pour fou
que de passer tout droit.
MOUTONS OU MOUTONS.



Better keep quiet
and let everyone think you're stupid
than open your mouth
and remove all doubt.

ARISTOTLE

Philosophy 602/2 AA

T 16:05 - 17:55

Loyola Campus

ARISTOTLE

Martin F. Reidy

The content of this course is supplied by the traditional Corpus Aristotelicum as made available in English chiefly through the Oxford translation of Aristotle's Works. The objective of this course is to trace lines of coherence and relation throughout the Corpus which illustrate the "Unity of the Corpus Aristotelicum". Comparisons with sections of the Corpus Platonicum will also be made.

While primarily a lecture course, time will be set aside for a question period each meeting.

TEXT:

The Basic Works of Aristotle ed. McKeon, (New York: Random House)

Evaluation:

Course credit will be decided on the basis of two tests, one to be written at the half-way mark of lectures actually given: the other to be written on the last scheduled day of class.

KANT

Philosophy 607/4 . AA

T 18.05-20.10

KANT

V.Zeman

S.G.W. Campus

Special Topic:

Kant's ethics and its critical acceptance by
post and neo-Kantians

Kant's Critique of Practical Reason will be analyzed, followed by a study of critical reactions of such major German philosophers as Hegel and Nietzsche. In conclusion, further development of Kantian position in Baden and Marburg schools of neo-Kantianism will be scrutinized.

Required Texts: Kant, I. Critique of Practical Reason. LLA 52.
 Werkmeister, W. T. Kant, The Architectonic and Development
 of his Philosophy. Open Court, 1980.
 Beck, L. W. A Commentary on Kant's Critique of Practical
 Reason. Chicago, U. of Chicago Press, 1960.
 Collins, J. Interpreting Modern Philosophy. Princeton,
 Princeton U. Press, 1972.
 Willey, T. E. Back to Kant: The Revival of Kantianism in
 German Social and Historical Thought, 1860-1914.
 Detroit, Wayne State U. Press, 1978.

Each student is expected to present one book review and a final paper. List of books and topics will be made available at the beginning of the term.



METALOGIC

Philosophy 611/2 . AA

W 18.05-20.10

METALOGIC

S.G.W. Campus

R.Angel

The purpose of this course is firstly to provide students with a survey of the main philosophical schools of logical foundations, namely logicism, formalism and intuitionism. Secondly, there will be a survey of the principal formal results of the metatheory of first-order logic with particular attention to completeness, soundness and decidability.

TEXTS: to be determined.

RIGHTS

Philosophy 623/2 . 51

Th 18.05-20.10

ISSUES IN ETHICAL THEORY: HUMAN RIGHTS Loyola Campus

C.Gray

This course is an attempt to base the recognition of rights upon features of moral personhood. It proceeds by the study of: the origins, history and distinctions of the concept of rights; some recent frameworks for justifying rights and for deciding what rights there are; and the current recognition of rights in principle and in practice.

The main emphasis will be upon the second phase, determining the place of rights in the moral universe of some major moral philosophers today (Melden, Hart, Wasserstrom, Dworkin, Fried, Gewirth, Rawls, Nozick, Hayek). Lesser emphasis is given to the place of rights in traditional frameworks, and in ancient, medieval and modern classical philosophies. And least attention will be given to the final dimension of rights' legal, political and social implementation.

TEXTS: A research bibliography will be available for assignments. Traditional and historical settings will be reserved as excerpts and The Philosophy of Human Rights, ed. Rosenbaum, Greenwood, 1980. On the second focus, each student will locate one major author's primary and secondary literature, beyond common texts of Melden, Human Rights, 1970, and Lyons, Rights, 1979, both Wadsworth pbk. Final materials reserved.

Evaluation: 1 critical note each upon 1st and 3d foci, at 20%;
One seminar presentation upon a major contemporary moralist, at 50%;
reading upon other seminar presentations as directed by authors, at 10%.
All papers are due at the time of treatment; nothing received after course.

ART

Philosophy 625/4 AA

Th 18.05-20.10

Sir George Williams Campus

PHILOSOPHY OF ART

Special Topic: Taste, Style and the Creative Process

Edmund Egan

The status of art, "in and for itself" is examined in the context of selections from Hegel's *Aesthetics*. Arts "function" of "rendering the real visible (Paul Klee) set over against the mimetic emphasis, serves as background for discussing taste and style ("the signature of the artist's will" - S. Sontag).

TEXTS:

Selections from Hegel's *Aesthetics*; selections from E.H. Gombrich, E. Auerbach, S. Langer, S. Sontag, J. Maritain.

Evaluation:

Term paper and examination.



REALISM

Philosophy 643/ 2 . AA

T 18.05-20.10

SELECTED TOPICS IN METAPHYSICS: CLASSICAL REALISM

J. Doyle

S.T.W. Campus

Towery city and branchy between towers;
 Cuckoo-echoing, bell-swarmèd, lark-charmèd, rook-racked,
 river-rounded;
 The dapple-eared lily below thee; that country and town did
 Once encounter in, here coped and poised powers;

Thou hast a base and brickish skirt there, sours
 That neighbour-nature thy grey beauty is grounded
 Best in; graceless growth, thou hast confounded
 Rural rural keeping--folk, flocks, and flowers.

Yet ah! this air I gather and release
 He lived on; these weeds and waters, these walls are what
 He haunted who of all men most sways my spirits to peace;

Of reality the rarest-veined unraveller; a not
 Rivalled insight, be rival Italy or Greece;
 Who fired France for Mary without spot.

The human end in the spirit's highest reach,
 The extreme of the known in the presence of the extreme
 Of the unknown. The newsboy's muttering
 Becomes another murmuring; the small
 Of medicine, a fragrantness not to be spoiled ...

DISCOURSE

Philosophy 655/4 AA

W 18.05-20-10
Sir George Williams Campus

PHILOSOPHY OF SOCIAL SCIENCE

Special Topic: The Question of Unity of Discourse

Dennis O'Connor

The aim of this course is to develop a capacity for a critical reading of the texts, as well as an understanding of language in the social sciences.

The course will consist of lectures and discussions.

TEXTS:

- | | |
|------------------|--|
| Krimmerman, L. | <u>The Nature and Scope of Social Science,</u>
<u>Pt. V. "The Language of Social Science"</u> |
| Habermas, J. | <u>Knowledge and Human Interests,</u>
<u>Chs. 1, 5, 7, 8 and Appendix.</u> |
| Winch, P. | <u>The Idea of a Social Science and Its</u>
<u>Relation to Philosophy.</u> |
| Foucault, Michel | <u>L'ordre du discours/The Discourse on Language</u>
<u>Archéologie du savoir/The Archeology of Knowledge</u> |

Assignments:

Two expository essays (10 pp. maximum). Final critico-expository essay (20 pp. maximum) preceded by a 3-page outline with bibliography appended.

Evaluation:

Assessment will be based on essays and seminar presentation of outline of the final essay.

VALUES

Phil 662/4

M 18:05-20:10

E. Joos

Loyola Campus

STUDIES IN EXISTENTIALISM::

FOUNDATION OF VALUES IN NIETZSCHE, SCHELER, and HEIDEGGER

The purpose of the course is to examine the difficulties related to the position of the problem of values in general and to consider the foundation of values in Nietzsche, Scheler and Heidegger. Topics such as the transvaluation of values in Nietzsche, the intuition of values in Scheler and the incorporation of values (ethics) into ontology in Heidegger will constitute the core of the course.

Texts:

Nietzsche: Thus Spoke Zarathustra
Beyond Good and Evil
Joyful Wisdom

Scheler: Formalism in Ethics and Non-formal ethics of Values.

Heidegger: What is Metaphysics?
Letter on Humanism
Selected Readings from Being and Time

MIND

Philosophy 664/4 . AA

T 16.05-17.55

PHILOSOPHY OF MIND

S.G.W. Campus

J. Ornstein

An examination of some of the central issues in the philosophy of mind. Such questions as the following will be considered: What is the mind-body problem? How is mental activity related to brain activity? What is the problem of other minds? Could a machine have a mind? The format will be seminar discussions.

TEXT: t.b.a.

Evaluation: class presentations and a major paper.



HUSSERL

Philosophy 668/2 AA

Mon 18:05 - 20:10

STUDIES IN PHENOMENOLOGY AND EXISTENTIALISM
Special Topic Fall 1979/80: Husserl

Sir George Williams Campus

Dallas Laskey

An intensive study of Husserl's Formal and Transcendental Logic in conjunction with related topics in the Logical Investigations and the Experience and Judgment. References will be made from time to time to alternative formulations in Kant, Frege, Russell, Quine and Wittgenstein.

Seminar topics will include a critique of Psychologism, Meaning, Thought and Language, Logic and Ontology, Transcendental conditions as foundations, the a priori, Evidence and Truth, Intersubjectivity.

The seminar will consist of lectures and student reports.

TEXT:

Husserl, Edmund Formal and Transcendental Logic (translated by
Dorion Cairns), The Hague: Martinus Nijhoff,
1964.

Evaluation:

An hour exam and a term paper will be required.

NOTE: Supplementary bibliography will be provided at the opening seminar.

Graphic and Textual Sources

- cover: courtesy Guy Bisson, rep. Holt, Rinehart, Winston Ltd.
- 10 Dionysius and Apollo meeting at Delphi, early 4c.B.C., detail from a crater (Hermitage, Leningrad); in The Birth of Western Civilization, ed. Grant, 1969.
 - 12 Heraclitus of Ephesus, detail from "The School of Athens", Raffaele Sanzio (Stanza delle Segnatura, Vatican).
 - 17 Pythagoras of Samos, on coin 230 A.D., Samos, L. hand holds sceptre, R. hand holding globe on a column (British Museum); from Grant.
 - 18 Erasmus of Rotterdam, from Praise of Folly, drawing by Holbein.
 - 22 Henri Bergson, from W. Tatarkiewicz, Historia Filozofii.
 - 24 Marcus Aurelius Antoninus, panel from monument 180 A.D. (Palazzo dei Conservatori, Rome); from Grant.
 - 26 Baruch Spinoza, from Three Reformers, J. Maritain, Greenwood Press.
 - 27 Nicolò Machiavelli (Mansell Coll.)
 - 30 Plato, late 1c.B.C. marble head, copy of original bronze by Silanion 4c.B.C. (Rbt. Boehringer, Geneva); in Grant.
 - 31 Aristotle, 1c.A.D. copy of 4c.B.C. original (Kunsthistorisches Museum, Vienna); in Grant.
 - 31 Antisthenes; from Livingston, The Mission of Greece, Greenwood.
 - 31 Epicurus; from A.A. Long, Hellenistic Philosophy, Scribners.
 - 32 Søren Kierkegaard; from Tatarkiewicz.
 - 33 The 8 trigrams with symbol of erection in centre; from Chai, Story of Chinese Philosophy, Greenwood.
 - 34 Roger Bollen, "Animal Crackers", The Gazette 29 Nov. 1980; with permission.
 - 35 Jean-Jacques Rousseau; from J. Maritain.
 - 36 John Stuart Mill; sketch by D.G. Lewis; from M. Lipman, Discovering Philosophy, Appleton.
 - 37 Thomas Hobbes; J.H. Wright (National Portrait Gallery, London); from P.E. Davis, Dialogues of Modern Philosophy, Allyn & Bacon.
 - 38 Augustine of Hippo, fresco 600 A.D., earliest known likeness (Lateran Library); in Grant.
 - 42 Charles Saunders Pierce; in Tatarkiewicz.
 - 45 Edmund Husserl; in Tatarkiewicz.
 - 47 Nikolai Hartmann; in Tatarkiewicz.
 - 48 George Edward Moore; in Tatarkiewicz.
 - 50 Hank Ketchum, "Dennis the Menace"; text by "Peloquin" from painting by Pellán, 1974, hanging beside 6th floor exit, Morris Library; English text by Herman Wouk from submariners' school, New Haven, CT.
 - 52 Friedrich Nietzsche; from Tatarkiewicz.
 - 55 George Santayana; from Tatarkiewicz.
 - 56 Gerard Manley Hopkins, "Duns Scotus' Oxford", Poems, 4 ed., Oxford, 1970; and from Wallace Stevens, "To An Old Philosopher in Rome", Poems, ed. Morse, Harvard, 1950.
 - 60 Lao Tzu; from Chai.
- 3-4 Plato, Collected Dialogues, Bollingen ed.: (1) Gorgias 484cd; (2) Gorgias, 485be; (3) Republic 487d; (4) Republic 489b; (5) Euthydemus 307c; (6) Republic 498ac; (7) Theaetetus 172d-173b.